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*Mental Fatigue: a comprehensive exposition of the nature of mental fatigue, of the methods of its measurement and of their results, with special reference to the problems of instruction.* By M. OFFNER. Translated by G. M. WHIPPLE. Baltimore, Warwick & York. 1911, pp. viii., 133.

*Psychology and Pedagogy of Writing: a résumé of the researches and experiments bearing on the history and pedagogy of writing.* By M. E. THOMPSON. Baltimore, Warwick & York. 1911, pp. 128.

*When Should a Child Begin School? An enquiry into the relation between the age of entry and school progress.* By W. H. WINCH. Baltimore, Warwick & York, 1911. pp. 98.

*Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer: an experimental and critical study of the function of method in the teaching of spelling.* By J. E. W. WALLIN. Baltimore, Warwick & York, 1911. pp. viii., 91.

These are the first four monographs issued in connection with the Journal of Educational Psychology. Professor Whipple's translation we mention elsewhere, in connection with its German original. Miss Thompson's essay on Writing is avowedly a compilation; but it is made by a competent and experienced teacher, and will no doubt do good service. The net outcome of Mr. Winch's investigation is that children should enter school at five years of age: to enter between three and five confers no advantage, at the time or later, in grade of work performed, in behavior, or in training of the attention; to enter after five may mean retardation. Dr. Wallin emphasizes the necessity of rational drill in spelling, and finds that the ability to spell words given in vocabulary form is, with very slight loss, available in written compositions. He advocates a liberal appeal to various types of imagery, but recognises that the psychology of this matter has not yet been adequately worked out.

*A Beginner's History of Philosophy.* By H. E. CUSHMAN. Vol. I., Ancient and Mediaeval. pp. xxi., 406. Vol. II., Modern Philosophy. pp. xix., 377. Boston, New York, Chicago; Houghton Mifflin Co. 1910, 1911.

*Theories of Knowledge: Absolutism, Pragmatism, Realism.* By L. J. WALKER, S. J. London; Longmans Green and Co. 1910. pp. xxxix., 696.

*Abriss der Geschichte der Philosophie.* Von C. J. DETER. Ninth edition, revised by M. FRISCHEISEN-KOEHLER. Berlin; W. Weber. 1910. pp. vi., 178.

These works fall beyond the sphere of interest of a Journal of Psychology, and we are therefore not able to give them the space that they deserve. Professor Cushman has produced a most readable student's introduction; the exposition is set upon a background of geography and literary and political history; the treatment in the main follows the lines laid down by Windelband. Those of us who were introduced to philosophy by way of Schwegler can only envy the present generation of students, who find a book like this at their disposal; the author plainly possesses marked pedagogical ability. Professor Walker gives us an elaborate criticism and analysis of the theories of knowledge named in his title; the claims of scrupulous impartiality, wide knowledge, and intelligent and judicious consideration of problems,